“Impact of Socio-Economical Factors on Educational Development of Slum dwellers: A Geographical Study of Kalyan Tahsil”

Outline of the Proposed Research Work Submitted to

Swami Ramanand Teerth Marathwada University, Nanded

For the degree of

Doctor of Philosophy

in

Geography

Under the

Faculty of Humanities

By

Mr. Sunil Sadashiv Magade
Research Scholar

Under the Guidance of

Dr. Avinash Kadam
MA, Ph.D, PGDEM, LLB, LLM
Professor and Director
School of Earth Sciences,
Swami Ramanand Teerth Marathwada University,
Nanded 431606 (Maharashtra)

March, 2022

Index

Sr. No.	Particulars	Page No.
1	Introduction	3
2	Review of Literature	4
3	Study Area	5
4	Objectives	6
5	Hypothesis	6
6	Research Methodology and Techniques	7
7	Important of the Study	7
8	Research Scope and Limits	8
9	Arrangement of Text	8
10	Resume	9
	References	9

“Impact of Socio-Economical Factors on Educational Development of Slum dwellers: A Geographical Study of Kalyan Tahsil”

1.0 Introduction:

The concept of human development has analyzed along with the multiple factors associated with the measurements of well-being, which primarily based on the standard and quality of life (Bérenger and Verdier-Chouchane, 2007). This evaluation not only calculates the materialistic achievements but also focused on what factors leads all these levels of succession (Anand and Sen, 1994). All such foremost factors confirming what kind of ability ensuring the ultimate achievements of every induvial and a whole nation. In all such varieties of functioning and capabilities creation of individual to whole, the education is one of the supreme aspects of the same (Psacharopoulos and Woodhall, 1993).

The ancient history has also focused on the importance of education. The archaeological excavations and research revealed the advancements of the ancient Indian system of education (Pandya, 2014; Shahid, 2012). Nalanda, Takshashila, Ujjain, Vikramshila etc. were some of the famous educational centers in the Vedic and medieval Buddhist period (Tiwari, 2019). During the Mughal period, traditional based approach was applied in educational system. In British rule, schools, colleges and universities were established some places in the country but education was limited to the certain classes and a larger part of the society was far from the education.

After independence, like the other basic necessities of country development e.g., food, health, shelter, security etc., education is become the central concept of planning (Chand, 2015). The politicians, socialists and thinkers fight for the education for everyone behind the limits of cast, economy, age, disability and gender. Many legal actions, rule and acts work on the same and with this effort, the education become a fundamental right for every child. But still, many socially, economically, physically and culturally weaker sections of the society are deprived from the education, slum dwellers are one of them.

Deprivation can define anything regarding lack of a specific benefits which is

important for the growth of overall personality. The inadequate provision of basic amenities like heath (Sclar and Northridge, 2003; Unger and Riley, 2007; Atinga, et al., 2013; Gelu, et al., 2018), water, food (Akter, 2009), security, sanitation, hygiene (Dana, 2011; Daniel, et al., 2013) etc. are consider as the type of deprivation. Addition to this, lack of educational facilities is also considered a kind of deprivation. According to review of research and definitions slum can defines by many attributes like lack of basic services (Huchzermeyer, 2008; Islam and Khan, 2013; De, 2017), overcrowding and high density (Dinye and Acheampong, 2013; Brotherhood, et al., 2020), illegal and inadequate building structure (Ahmed, 2014; Björkman, 2014), unhealthy living (Unger and Riley, 2007), hazard's location, poverty, social exclusion, irregular and informal settlements etc. Education is always considered the biggest tool of empowerment and the possible solution on such kind of backwardness (Tripathi and Agarwal, 2013; Juujärvi and Lund, 2016). Taking these views and facts in mind, present work has designed to assess the problems and perspectives of the social and economic factors which mainly responsible for the educational deprivation of the slum dwellers located in the area of Kalyan Tahsil.

2.0 Review of Literature

The education is the foremost subject of slum development (Nath, et al., 2015). Many cause-affect studied concluded that the many social, economic and cultural factors are responsible for the deprived educational status of the slum (Kapur, 2016). The social concern indicates the mostly lower cast population residing in the slum and which has mainly unaware about the importance of education (Husain, 2005).

Poverty and financial crises are the major issue of the family which residing in the slum. In such kind of economic problems, arraignments food and shelters for the family are become the major challenge. In this situation, every possible family member will involve in the economical task and due to this reason children are also included in this and could lost the proper focus, interest and time to attained the school (Bisht, 2013). The lower attendance ratio, irregularity and dropout sure the impacts of such poverty and financial crises of the family (Tsujita, 2009).

Addition to this, Mudege et al. (2008) noticed that personal insecurity could be from family to outside areas has one reason of lower attendance and dropouts in school. While, Razia (2021) observed that along with poverty lack of motivation,

domestic chores, health issues etc. major causes behind the non-enrolment and dropouts.

The illiteracy among the parents' also negatively effects on the rate of enrolment (Gouda and Sekher, 2014). Addition to this, due to parental negligence child mostly attracted towards the bad habits like alcoholism and drug abuse (Sarangi, et al., 2008; Pinto and Kulkarni, 2012; Kamruzzaman and Hakim, 2015; Okoth and Mburu, 2016), while, many girls are married at early age preventing them from education (Chugh, 2011; Nasrullah et al., 2014).

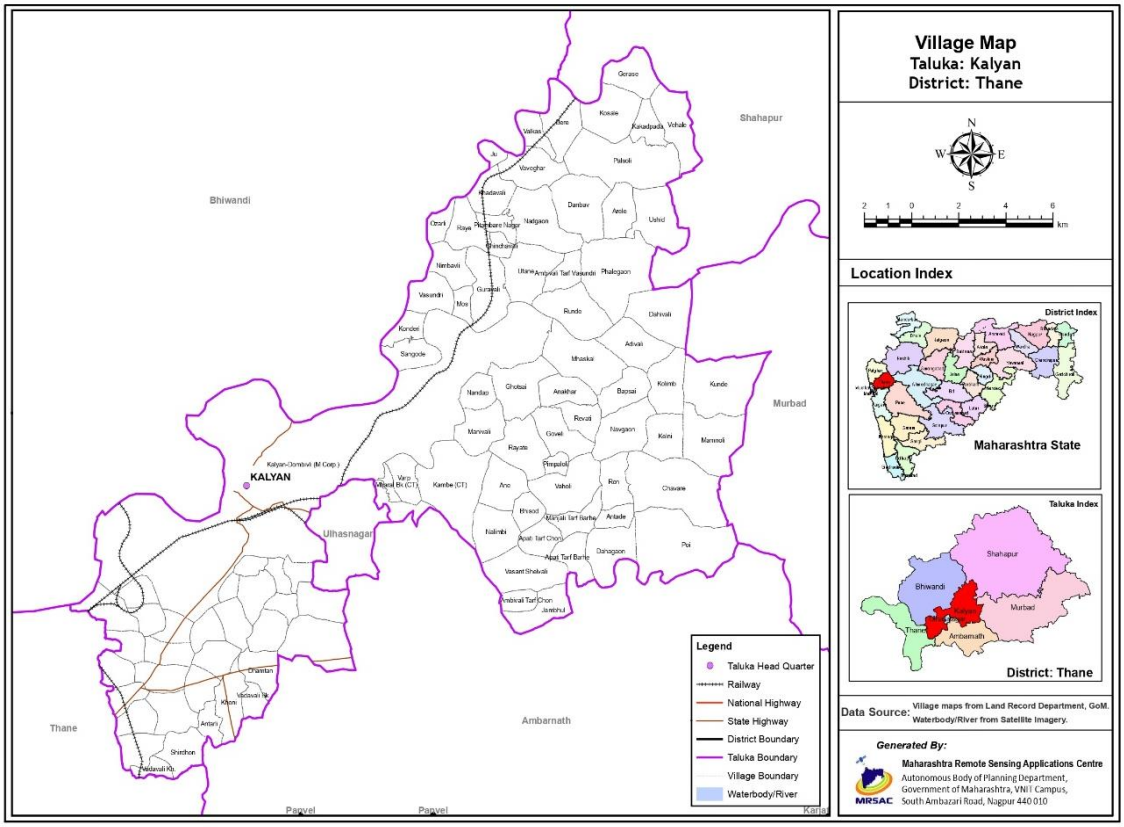
As discussed above, social and economic factors creating multileveled barriers in slum literacy, training, higher and professional education. It may minimize with the basic understating of such factors and will find out the possible solutions on the same. Considering these views in mind, the present topic entitled "Impact of Socio-Economical Factors on Educational Development of Slums dwellers: A Geographical Study of Kalyan Tahsil" have been selected for the present investigation. The Kalyan tahsil has been selected as a study area. The profile of the study area is as below.

3.0 Study Area

Kalyan tahsil is located in Thane district of Maharashtra state. The geographical location of the Kalyan Tahsil is lies between 19˚ 4' north to 19˚ 24' north latitude and 73˚ 1' east to 73˚ 24' east longitudes. Total area of Kalyan tahsil is 710 square km, total population is 15,65,417. In Kalyan Tahsil Kalyan Dombivali Municipal Corporation in an urban area and the rest in a rural area. Kalyan situated along the Ulhas River which discharged into the Arabian Sea by Thane Bay and Vasai Bay. The city of Kalyan is located 48 km northeast of Mumbai. The census data shows the increasing population with urbanization and industrial influenced. The number of slums is increasing with the growth of Kalyan city. The educational development of the people living in these slums is important. But it is essential to study the various problems that arise in the path of educational development of these people.

By selecting Kalyan Tahsil as a study area, the following main objectives have been designed for this proposed work.

Figure 1: Map showing Location of Kalyan Tahsil with Village Boundaries



(Source: https://mrsac.gov.in/writereaddata/MRSAC/map/15671495435d68cde706999TH_THN_Kalyan.pdf)

4.0 Objectives

- To understand the geographical profile of Kalyan Tehsil.
- To study the social and economic characteristics of the slum dwellers in the study area.
- To analyze the social, economic and environmental problems of slum dwellers in the study area.
- To study the educational status of slum dwellers in the study area.
- To find out the relationship between the responsible socio, economic factors and educational deprivation.
- To suggest some rational remedies to improve the educational level of slum dwellers in Kalyan Tehsil.

5.0 Hypothesis

By studying the factors that affect the educational development of people living in urban and rural slums, proper planning can improve the quality of their education and overall development.

6.0 Research Methodology and Techniques

The methodology is very important part of the research work. The appropriate research methodology and methods of data collection make strong study foundation of research. Various research methods are used for any research. The survey method will be used for proposed work. Various statistical techniques will also be used. Proposed work goes through following stages:

6.1 Secondary data collection

The secondary data will be collected from the associated governments offices, research publications, completed and ongoing projects related to the study, district census handbook and various authentic websites.

6.2 Primary data collection

The required primary data will be collected through the field survey and visits along with the questionnaires, personal to group interviews and observations.

6.3 Application of GIS and RS

The advanced tool of GIS and RS also will be utilized for required data collection, analysis and presentation. The open and free mobile and laptop-based software and applications like Google Earth, QGIS, GPS etc. will be utilize.

6.4 Statistical Tools

Required statistical methods will be used to understand and present the relationship between the issues and causes behind the research problem.

In additional to the above information sources, books, journals, research dissertations will also be used for the proposed work.

7.0 Important of the study

In developed and developing countries of the world, along with growing cities, slums are also growing. The social and economic factors of the slum dwellers have a profound effect on their educational progress. These people are found to be much more educationally derived. If their quality is utilized through educational development, then the development of the society as well as the country will take place. Many government schemes are implemented to increase literacy in slums. But due to population growth, changing nature of slums, social and economic problems in slums, there is not much change in the educational development of these people. Therefore, for educational development of these people, it is necessary to make proper planning and its proper implementation.

8.0 Research Scope and Limits:

The present work is related only to the rural and urban division of the Kalyan tahsil. Similarly, it relates to social and economic factors affecting the educational development of the people living in rural and urban slums in Kalyan tahsil.

9.0 Arrangement of Text

The present research work will be divided into the seven chapters. The tentative chapters and subtopics are given as follows.

Chapter 1: Introduction

The brief introduction of the topic along with the pervious literature, Introduction of selected study area, designed objectives, hypothesis, applied methodology and utilized techniques will be include in this chapter.

Chapter 2: Geographical Profile of the Study Area

The second chapter will present the details of selected study area with geographical perspectives.

Chapter 3: Social-Economical Profile of Slum Dwellers

The third chapter describes the social, cultural and economic characteristics of slum dwellers in the study area.

Chapter 4: Social-Economic and Environmental Problems

This chapter will focus on the social, cultural, economic and environmental problems and perspectives of slum dwellers in Kalyan Tehsil.

Chapter 5: Educational Facts and Findings

This chapter will focus and analyze the educational profile of the slum dwellers.

Chapter 6: Assessment of Educational Deprivation

The sixth chapter will devote to present the educational issues along with the social and economic aspects.

Chapter 7: Conclusion

Concluding remarks.

The number of chapters may vary according to the condition available in the proposed research study, analysis of information and conclusion.

10.0 Resume

Research proposal includes introduction, statement of problem, review of literature, study area, objectives, research methodology and techniques, importance of study, scope and limitation, text arrangement. But while conducting actual research, filed work, data collection, analyzing the information, this can change to some extent.

References

Ahmed, I. (2014). Factors in building resilience in urban slums of Dhaka, Bangladesh. *Procedia Economics and Finance*, *18*, 745-753.

Akter, T. (2009). Migration and living conditions in urban slums: implications for food security. *Unnayan Onneshan, The Innovators, Centre for Research and Action on Development, Dhaka, Bangladesh*.

Anand, S., and Sen, A. (1994). Human Development Index: Methodology and Measurement.

Atinga, R. A., Abiiro, G. A. and Kuganab-Lem, R. B. (2015). Factors influencing the decision to drop out of health insurance enrolment among urban slum dwellers in Ghana. *Tropical Medicine and International Health*, *20*(3), 312-321.

Bérenger, V., and Verdier-Chouchane, A. (2007). Multidimensional measures of well-being: Standard of living and quality of life across countries. *World Development*, *35*(7), 1259-1276.

Bisht, P. (2013). Deprivation, Dehumanisation and Defective Urban Planning: A diagnostic study of the Slum Problem in India. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, *10*(1), 49-54.

Björkman, L. (2014). Becoming a Slum: From Municipal Colony to Illegal Settlement in Liberalization-Era Mumbai. *International Journal of Urban and Regional Research*, *38*(1), 36-59.

Brotherhood, L., Cavalcanti, T., Da Mata, D. and Santos, C. (2020). Slums and pandemics. *Available at SSRN 3665695*.

Chand, D. (2015). Education system in pre-independence India. *International Journal of Applied Research*, *1*(2), 110-113.

Chugh, S. (2011). Dropout in secondary education: A study of children living in slums of Delhi.

Dana, T. (2011). Unhygienic living conditions and health problems: a study in selected slums of Dhaka city. *OIDA International Journal of Sustainable Development*, *2*(11), 27-34.

Daniel, O. J., Adejumo, O. A., Adejumo, E. N., Owolabi, R. S. and Braimoh, R. W. (2013). Prevalence of hypertension among urban slum dwellers in Lagos, Nigeria. *Journal of Urban Health*, *90*(6), 1016-1025.

De, I. (2017). Slum improvement in India: determinants and approaches. *Housing Studies*, *32*(7), 990-1013.

Dinye, R. D. and Acheampong, E. O. (2013). Challenges of slum dwellers in Ghana: The case study of Ayigya, Kumasi. *Mod. Soc. Sci. J*, *2*, 228-255.

Gelu, A., Edris, M., Derso, T. and Abebe, Z. (2018). Undernutrition and associated factors among children aged 6–59 months living in slum areas of Gondar city, northwest Ethiopia: a cross-sectional study. *Pediatric health, medicine and therapeutics*, *9*, 81.

Gouda, S. and Sekher, T. V. (2014). Factors leading to school dropouts in India: An analysis of national family health survey-3 data. *IOSR Journal of Research and Method in Education*, *4*(6), 75-83.

Huchzermeyer, M. (2008). Slum upgrading in Nairobi within the housing and basic services market: a housing rights concern. *Journal of Asian and African studies*, *43*(1), 19-39.

Husain, Z. (2005). Analyzing demand for primary education: Muslim slum dwellers of Kolkata. *Economic and Political Weekly*, 137-147.

Islam, M. S. and Khan, M. N. U. (2013). Access to urban basic services and determinants of satisfaction: A comparison by non-slum and slum dwellers in Dhaka city.

Juujärvi, S. and Lund, V. (2016,). Participatory Action Research as a practice of empowerment in deprived communities. In *Association for Moral Education Conference Proceedings* (Vol. 41, No. 1).

Kamruzzaman, M. and Hakim, M. A. (2015). Child criminalization at slum areas in Dhaka city. *American Journal of Psychology and Cognitive Science*, *1*(4), 107-111.

Kapur, R. (2016). Education of the slum dwellers. *Int J Transform Bus Manag (IJTBM)*, *6*, 37-43.

Mudege, N. N., Zulu, E. M. and Izugbara, C. (2008). How insecurity impacts on school attendance and school dropout among urban slum children in Nairobi. *International Journal of Conflict and Violence (IJCV)*, *2*(1), 98-112.

Nasrullah, M., Zakar, R., Zakar, M. Z., Abbas, S., Safdar, R., Shaukat, M. and Krämer, A. (2014). Knowledge and attitude towards child marriage practice among women married as children-a qualitative study in urban slums of Lahore, Pakistan. *BMC public health*, *14*(1), 1-7.

Nath, I., Maiti, N. C. and Halder Ɏ, M. K. (2015). Elementary education of slum children: An attempt to reach the un-reached.

Okoth, I. and Mburu, S. W. (2016). The link between poor parenting and prevalence of drug

abuse among children at Kibera Slum in Nairobi, Kenya. *Edorium journal of public health*, *3*, 7-12.

Pandya, D. R. N. (2014). Indian education system–a historical journey. Education, 3(3).

Pinto, V. N. and Kulkarni, R. N. (2012). A case control study on school dropouts in children of alcohol-dependent males versus that in abstainers/social drinkers' children. *Journal of family medicine and primary care*, *1*(2), 92.

Psacharopoulos, G. and Woodhall, M. (1993). *Education for development*. Oxford: oxford university press.

Razia, B. (2021). Causes of Deprivation of Elementary Education in Children Living in Slums. *European Journal of Education and Pedagogy*, *2*(3), 141-144.

Sarangi, L., Acharya, H. P. and Panigrahi, O. P. (2008). Substance abuse among adolescents in urban slums of Sambalpur. *Indian journal of community medicine: official publication of Indian Association of Preventive and Social Medicine*, *33*(4), 265.

Sclar, E. D. and Northridge, M. E. (2003). Slums, slum dwellers and health. *American journal of public health*, *93*(9), 1381-1381.

Shahid, K. K. (2012). University of Takshashila: An Ancient Seat of Learning. *Journal of Social Sciences and Humanities*, *51*(1), 97-107.

Tiwari, V. (2019). Role of quality education in India's struggle for growth.

Tripathi, R. and Agarwal, S. (2013). The role of social entrepreneurs in the development of cooperatives for catalyzing empowerment in the slum areas of India. *African Journal of Business Management*, *7*(34), 3259-3265.

Tsujita, Y. (2009). Deprivation of Education in Urban Areas: A Basic Profile of Slum Children in Delhi, India.

Unger, A. and Riley, L. W. (2007). Slum health: from understanding to action. *PLoS Medicine*, *4*(10), e295.

Website References:

https://mrsac.gov.in/writereaddata/MRSAC/map/15671495435d68cde706999TH_THN_Kalyan.pdf)

Place: Nanded
Date: March 24, 2022

Mr. Sunil Sadashiv Magade
dwellers Research Scholar